KPC Training of Survey Trainers (TOST)

Trainer's Guide

Key Contributors

The **CORE Group,** a membership association of international nongovernmental organizations (NGOs) registered in the United States, promotes and improves the health and well being of women and children in developing countries through collaborative NGO action and learning. CORE's *Monitoring and Evaluation Working Group* develops tools and trainings to increase child survival and health program performance and quality through the standardization of use of data, analysis, and reporting. This publication was made possible by support provided to CORE from the Bureau for Global Health, United States Agency for International Development (USAID) under cooperative agreement FAO-A-00-98-00030. This publication does not necessarily represent the views or opinion of USAID.

The **Food and Nutrition Technical Assistance (FANTA) Project** supports integrated food security and nutrition programming to improve the health and well being of women and children. This publication was made possible through the support provided to FANTA by the Office of Health, Infectious Disease and Nutrition of the Bureau for Global Health at the U.S. Agency for International Development, under terms of Cooperative Agreement No. HRN-A-00-98-00046-00 awarded to the Academy for Educational Development (AED). The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of the U.S. Agency for International Development.

Freedom from Hunger (FFH) focuses on the vital and interdependent connection between health and financial security for progress against chronic hunger and poverty. FFH works with direct service providers, technical assistance providers and NGOs to disseminate knowledge and tools tested and used on a global scale to build health and financial security for poor women, their families and communities. FFH is a CORE Group member.

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Abstract

The CORE Group's *Knowledge, Practice, Coverage (KPC) Survey Training Curriculum* provides trainer guidelines and participant handouts and resources to train field workers to carry out a KPC survey. The **KPC Training of Survey Trainers (TOST) Trainer's Guide** includes the TOST Trainer, background information on organizing the TOST, and a set of training activities featured in the TOST. The guide also includes introductory activities and a full set of "dialogue education" warm-ups for use during the workshop. The **KPC TOST Participant's Manual and Workbook** includes training resources for participant use during the workshop, handouts to support training activities, and dialogue education warm-ups.

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The CORE Group's *Knowledge, Practice, Coverage Survey Training Curriculum* includes three manuals:

1. KPC Training of Survey Trainers: Trainer's Guide and Participant's Manual and Workbook

2. KPC Survey Training: Trainer's Guides

   Module 1: Training the Core Team
   Module 2: Training Supervisors and Interviewers
   Module 3: Training the Post-Survey Analysis Team

3. KPC Survey Training: Participant's Manuals and Workbooks

   Module 1: Training the Core Team
   Module 2: Training Supervisors and Interviewers
   Module 3: Training the Post-Survey Analysis Team

ACKNOWLEDGMENTS

Private voluntary organizations (PVOs) with funding from the U.S. Agency for International Development (USAID) Child Survival and Health Grants Program have used the Knowledge, Practice, and Coverage (KPC) Survey instrument successfully to monitor and evaluate their health programs since the early 1990s. The survey was originally created by the Child Survival Support Program at Johns Hopkins University, and has subsequently been updated and revised by the Child Survival Technical Support Project (CSTS), based at ORC-Macro, and later by the CORE Monitoring and Evaluation Working Group. Numerous PVO staff have been trained in its use, and have trained many of their partner agencies.

The dream of the CORE Monitoring and Evaluation Working Group, under the leadership of the Working Group Chair, Juan Carlos Alegre, has been to institutionalize the training so that it can be more easily adapted locally and accessed by a wider audience of NGOs, consultants, training institutions and US and overseas universities. In 2001, Tom Davis, Julie Mobley and Phil Moses created a draft curriculum that was field tested with PVO field staff of several organizations in Cambodia, and repeated in 2002 with PVO Headquarters, field staff and consultants in Myrtle Beach, NC. Sandra Bertoli, David Shanklin, Jay Edison, Juan Carlos Alegre, and Sharon Tobing provided detailed feedback on how to improve this training.

The final version of the guide is due to the feedback of many people, and the special dedication and attention to detail of the following people. Bill Weiss, Tom Davis and Juan Carlos Alegre provided input into a revised table of contents. Freedom from Hunger was selected to rewrite the curriculum due to their extensive experience in the design and development of training materials in public health and adult learning. Robb Davis, Vicki Denman, Ellen Vor der Bruegge and Renee Charleston gave numerous hours to the development, writing and formatting of the curriculum. FANTA provided funding for this activity under the leadership of Bruce Cogill and coordination of Paige Harrigan. Jennifer Luna and Jay Edison representing the Child Survival Technical Support Plus Project and John Ssekamate-Ssebuliba from Makerere University led a field test at Makerere University in Uganda in 2004 that guided changes for the final draft. Ann Brownlee and Marcelo Castrillo provided detailed comments to several of the drafts to ensure its accuracy and ease of use. CORE staff Karen LeBan and Julia Ross provided input and overall support for the production of the document. Regina Doyle designed the cover.

In addition to those persons mentioned, we want to express our appreciation and gratitude to the many individuals and organizations who were not mentioned but who have used this methodology over the years and provided input into its improvement.

December 2004

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A. BACKGROUND TO THE KPC TOST

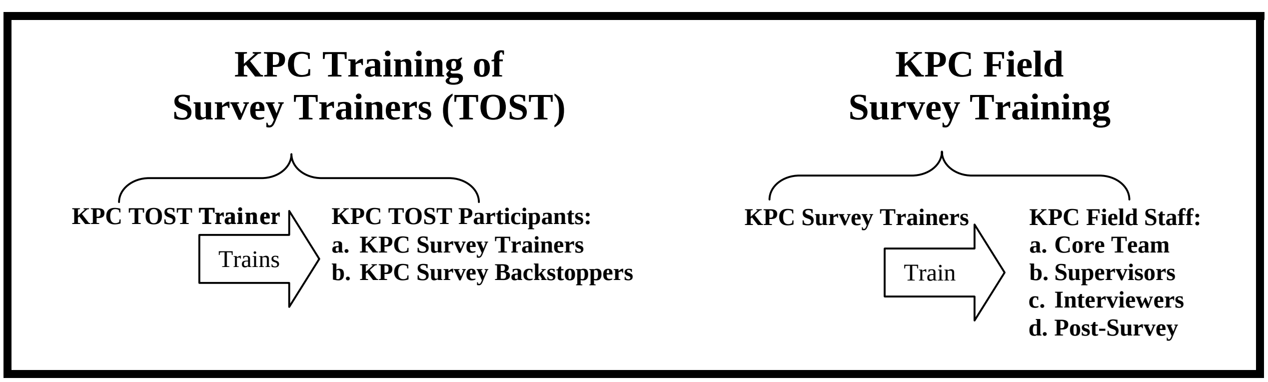
Who Participates in the TOST

The ideal **KPC TOST Participant** attends the TOST in order to gain the skills, knowledge and attitudes necessary to train field workers (**KPC Field Staff**) to carry out a KPC survey. Others who may benefit from the TOST include designers of KPC surveys or those backstopping field staff doing a KPC survey. Ideally, TOST Participants will have carried out a KPC survey themselves and facilitated group-based training. In addition, it is helpful for them to have: 1) a good understanding of cross-sectional survey design, 2) an understanding of the principles and practices of adult learning, 3) technical knowledge of maternal/child or community health programs, 4) the ability to use Epi-Info or similar software for computerized analysis, and 5) the management skills to administer a survey.

These **TOST Participants** need technical information about how to design and implement a KPC survey. They also need to practice and receive feedback on the learning sessions they will use to train **KPC Field Staff** in carrying out a KPC survey. They need to have—in a modular format—a full set of the learning sessions they will use to train KPC Field Staff so they can easily customize the training to local learners' needs. They also need a set of resources they can refer to for further information and distribute, as needed, to those they are training. Finally, they need a simple approach they can use to identify the specific needs of the KPC Field Staff they will train. The **KPC Field Staff** includes a **Core Team** (PVO, partners and MOH staff) who will provide overall guidance to the KPC survey process, **Supervisors** who will supervise Interviewers, **Interviewers** who will actually carry out interviews with respondents, and a **Post Survey Team** who will guide the analysis and feedback process. It is expected that the Core Team participates in and oversees all phases of the survey.

The **KPC TOST Trainers** should have substantial field experience in conducting KPC surveys, experience as trainers, and a good understanding of the principles and practices of adult learning. There should be a minimum of two trainers and preferably three trainers. The trainers' abilities should complement each other, with expertise in conducting KPCs, statistical background in cluster sampling and LQAS and experience in anthropometrics. A maximum of 20 participants should attend a TOST training, with the ideal size being 15 participants.

The following diagram shows how all of these people are "linked" via the TOST:



A. Background to the KPC TOST

Why the TOST Is Needed

This TOST training prepares **KPC TOST Participants** to replicate training activities to train **KPC Field Staff** to carry out a KPC survey. To replicate training activities, participants need to: 1) have a solid background in the technical aspects of carrying out a KPC survey, 2) practice teaching the learning sessions they will teach in the field, and 3) evaluate their own and each other's teaching and facilitation skills on the basis of key principles of adult learning.

Good project management requires using local information to better focus interventions, set targets, and assess success (baseline and follow-up). The KPC survey is a population-based survey that, if conducted correctly, provides estimates with a known level of precision of critical health indicators. To assure that the KPC survey is conducted appropriately and is of high quality, it is essential to train KPC Field Staff (Core Team, Supervisors, Interviewers, and Post-Survey Team) in the needed skills. This TOST training will prepare participants to design a KPC survey and train field staff.

The Location of the TOST

The location of the TOST can vary, but it should include a room large enough to accommodate all participants and additional rooms for break-out groups. The plenary meeting room should have space on the walls to hang flip charts. It should also have adequate electrical outlets for computers and other equipment such as overhead or MSPowerPoint projectors. As designed, the TOST can be conducted without recourse to PowerPoint.

The Duration of the TOST

To fully prepare KPC TOST Participants to train KPC Field Staff, the TOST will require up to 80 hours of training time (ten 8-hour days or eleven 7-hour days).

What Participants Accomplish During the TOST

By the end of the TOST, participants will have:

- experienced an entire KPC survey training that they will replicate in the field
- practiced teaching learning sessions that they will use to train the Core Team, Supervisors, Interviewers and a Post-Survey Team—and received feedback on their teaching
- developed a draft training plan for field staff, utilizing the lessons outlined for the Core Team, Supervisors, Interviewers, and the Post-Survey Team (to be finalized based on a Learner's Needs Assessment [LNA])
- adapted a set of draft materials for the KPC survey design: questionnaire, data analysis plan, logistics plan (to be finalized based on negotiation with partners and other local staff)
- produced a draft sampling frame (location of interviews by community) and a draft KPC survey report

Key Training Approaches Used in the TOST

All of this content will be taught during the TOST workshop using two broad approaches:

1. In some cases the KPC TOST Trainer will provide background information on key skills, knowledge or attitudes directly to the KPC TOST Participants. This information will concern both the KPC survey directly AND information on how to be a "better teacher."

2. In most cases, the KPC TOST Participants will learn key skills, knowledge or attitudes by *practicing* learning activities that they will later replicate in the field with the KPC Survey Team.

Given the foregoing, it is necessary to design both the learning activities that KPC TOST Participants will use to train the Core Team, Supervisors, Interviewers and the Post-Survey Team AND other learning activities that they will need to become better trainers and to better support the field work. The diagram on the next page shows the full set of content that will, therefore, be included in the TOST.

Important Note on Sampling

The TOST (during the training section for the Core Team) describes two sampling approaches: cluster sampling and Lot Quality Assurance Sampling (LQAS). Neither is treated exhaustively. The KPC Field Guide provides much more background on cluster sampling and Training Resource 1-3 in the Module 1: Training the Core Team Participant's Manual by Valadez treats LQAS in much more detail.

KPC TOST Content—for KPC TOST Participants

<u>TOST Participants "Only" Content</u>

- Pre-Workshop Preparations
- Training materials, curriculum and processes
- Carrying out an LNA and using it to develop a training agenda
- Resources needed for training
- Key principles of adult learning

<u>Module 1: Training the Core Team</u>

(The KPC TOST Participant practices activities related to this content during the TOST and uses them to train the Core Team)

- Purpose and role of the KPC survey
- Overview of KPC survey process and timeline
- Roles of the KPC survey Field Staff: Core Team, Supervisors and Interviewers
- Recruiting and training KPC survey field staff
- Identifying local information needs
- Participatory planning and management—involving stakeholders in KPC survey activities
- KPC survey questionnaire design using Rapid CATCH and 15 modules
- Determining target population
- Sampling—concepts, options, bias, confidence intervals, precision, cluster sampling, LQAS, selecting a sampling method, writing a sampling protocol
- Using anthropometry in the KPC survey
- Creating a data analysis plan
- Creating a logistics and management plan and a budget
- Data quality control and cleaning
- Tabulating data by hand
- Creating an informed consent form
- Creating a calendar and lexicon

<u>Module 2: Training the Supervisors and Interviewers</u>

(The KPC TOST Participant practices activities related to this content during the TOST and uses them to train the Supervisors and Interviewers)

- Role and responsibilities of the KPC survey Supervisors/Interviewers
- Pre-testing the KPC survey questionnaire
- Supervising the KPC survey interviewers
- Organizing practice interviews and giving feedback with a quality improvement checklist
- Monitoring the quality of household selection and KPC survey interviews
- Selecting households and respondents
- Using informed consent form and maintaining confidentiality
- Using calendars and lexicon
- Reviewing documentation (growth cards, vaccination cards, and maternal health cards)
- Using proper interviewing techniques
- Using proper techniques for taking anthropometric measurements

<u>Module 3: Training the Post-Survey Team</u>

(The KPC TOST Participant practices activities related to this content during the TOST and uses them to train those involved in the post-survey process)

- Review of confidence intervals
- Conducting analysis of data using frequencies and cross-tabulations
- Analyzing anthropometric data
- Checking project assumptions, identifying health issues and intervention strategies
- Writing the KPC survey report
- Presenting KPC survey results to stakeholders
- Identifying follow-up actions
- Setting targets using KPC survey indicators (baseline)
- Assessing achievement of targets/objectives (mid-term or final)

B. TOST Workshop Preparation

To prepare for the workshop, the **TOST Trainer** must complete several activities. One of the most important is ensuring that clear guidance is provided about which individuals should attend the workshop and acquiring some basic information about these individuals. Doing this helps to find out what resource and information gaps exist among those attending the workshop. This is essential since it allows the Trainer to tailor the agenda to the specific needs of the participants. It also ensures that participating organizations clearly understand the purpose and qualifications necessary to fully utilize the information from the workshop.

Preparation tasks include:

1. Verify that participants in the training meet the criteria for participation in this training of trainers. Criteria can include:
   - The participants will <u>lead</u> or directly "backstop" a KPC training and survey in the near future
   - The participants have field experience
   - The participants have training skills
   - The participants have data-analysis skills
   - The participants know a data-analysis package (Epi-Info recommended) or have access to someone who does
2. Send a welcome letter to each participant (see Sample Welcome Letter, Annex A, p. 47). The letter should include:
   - A list of what they need to bring to the TOST workshop—for example: project proposal including the most recent project objectives and indicators, calculator, and latest DHS and/or MICS.
   - A request that the participants complete and return to you a Learner's Needs Assessment (LNA) before the workshop (see Annex A).
   - A request that the participants read through the KPC 2000+Rapid CATCH and the 15 KPC modules if possible (they can find these at http://www.childsurvival.com/kpc2000/kpc2000.cfm).
   - A request that participants bring population data for the project area in which a KPC survey will be conducted (each village or neighborhood with its population) and map of the project area.
3. Use the LNA that TOST participants return to you to make final adjustments to the TOST agenda. You can use these LNA results to evaluate the need to include specific activities in the training regarding sampling, manual tabulation, anthropometrics, etc. You can also use LNA results to determine which participants might be best suited to teach certain sessions during practice teaching.
4. Develop a final agenda (see Section C, below), coordinating with staff at the training location or with the person in charge of logistics to determine time allocation for lunch and breaks.
5. Ensure that the training location has adequate space for plenary and break-out rooms for work groups. The training location should also be equipped to allow you to use the visual materials (overheads or Power Point slides) you have prepared.
6. Prepare copies of ALL training materials that TOST participants need (see Section D below). Using distinct colors for the binders will help rapidly identify pertinent material.
7. Prepare overheads, slides or flip charts based on the instructions for each training activity/learning session. Electronic versions provided for all handouts enable you to prepare these rapidly.

C. TOST Workshop Agenda and Learning "Map"

No two TOST Workshops will be the same, just as no two trainings of the Core Team or other members of the KPC Field Staff will be the same. This is because participants bring different sets of needs and experiences to the training. For example, if TOST Workshop participants have all conducted a KPC survey and understand the basics of sampling, the TOST Workshop Trainer may decide to spend less time on sampling. Given the need to adapt the workshop to each situation, a sample agenda is provided in Annex B. Adapt this agenda and then insert it in the Participant's Manual and Workbook as Training Resource 2: KPC TOST Workshop Agenda. Even though the workshop will be adapted, the basic workshop objectives (Training Resource 1) and the Learning Map (Training Resource 3) do not need to be changed.

Within the Sample Agenda, you will note two tasks that are not formal learning sessions, but are important daily activities. At the beginning of every day (except the first) there is a 15- or 30-minute Q & A and either a discussion of the previous evening's homework or a review. This 10-day workshop is very complex and potentially frustrating for participants unless they have an opportunity to ask questions for clarification. Time is reserved every morning for this purpose or for reviewing homework or for providing a general review of some point which may have been difficult the day before. TOST Trainers should consider asking participants to conduct the general review.

At the end of every day (except the last) 15 minutes are devoted to evaluating the day's activities. Trainers can use a variety of methodologies for evaluation—draw a picture, say one word, compose a song, work in pairs, etc. Again, the TOST Trainers should consider asking participants to conduct the evaluations. On the final day of the workshop, a written evaluation (**TOST TR 20**) should be used to capture participants' comments to use to improve the TOST training process. Also, consideration should be given to awarding participants a formal certificate of attendance (not provided).

In addition, there are two TOST training activities that will be repeated at various points throughout the TOST workshop: TOST Activity 12: Introduction to and Summary of Modules and TOST 13: Walk Through Learning Session. TOST 12 is to be used as a moment of reflection during the transition from one training module to the next, when key concepts can be summarized and clarity provided on the goal and audience for the next module. TOST 13 will be used whenever a learning session is an excessive replication of previous information or for logistical reasons would be very difficult to conduct. The "walk through" verbally takes participants step by step through the learning session, so they have an opportunity to understand the concepts and application of the session.

Please distribute the final agenda to all participants (**TOST TR 2**) and review it as part of TOST Training Activity 1: Introduction to the KPC TOST and Materials. You should make a large "poster" of the Learning Map (**TOST TR 3**). A large format allows you to review the "Map" with the participants each day to measure your progress and as part of a summary of each module and introduction to the subsequent module.

D. TOST TRAINING MATERIALS

As noted, one of the most challenging parts of carrying out a KPC TOST is managing the materials that participants will use during and after the training. The chart on the next page provides a visual representation of all of the training materials used in the TOST and in subsequent Field Survey Trainings carried out by TOST participants.

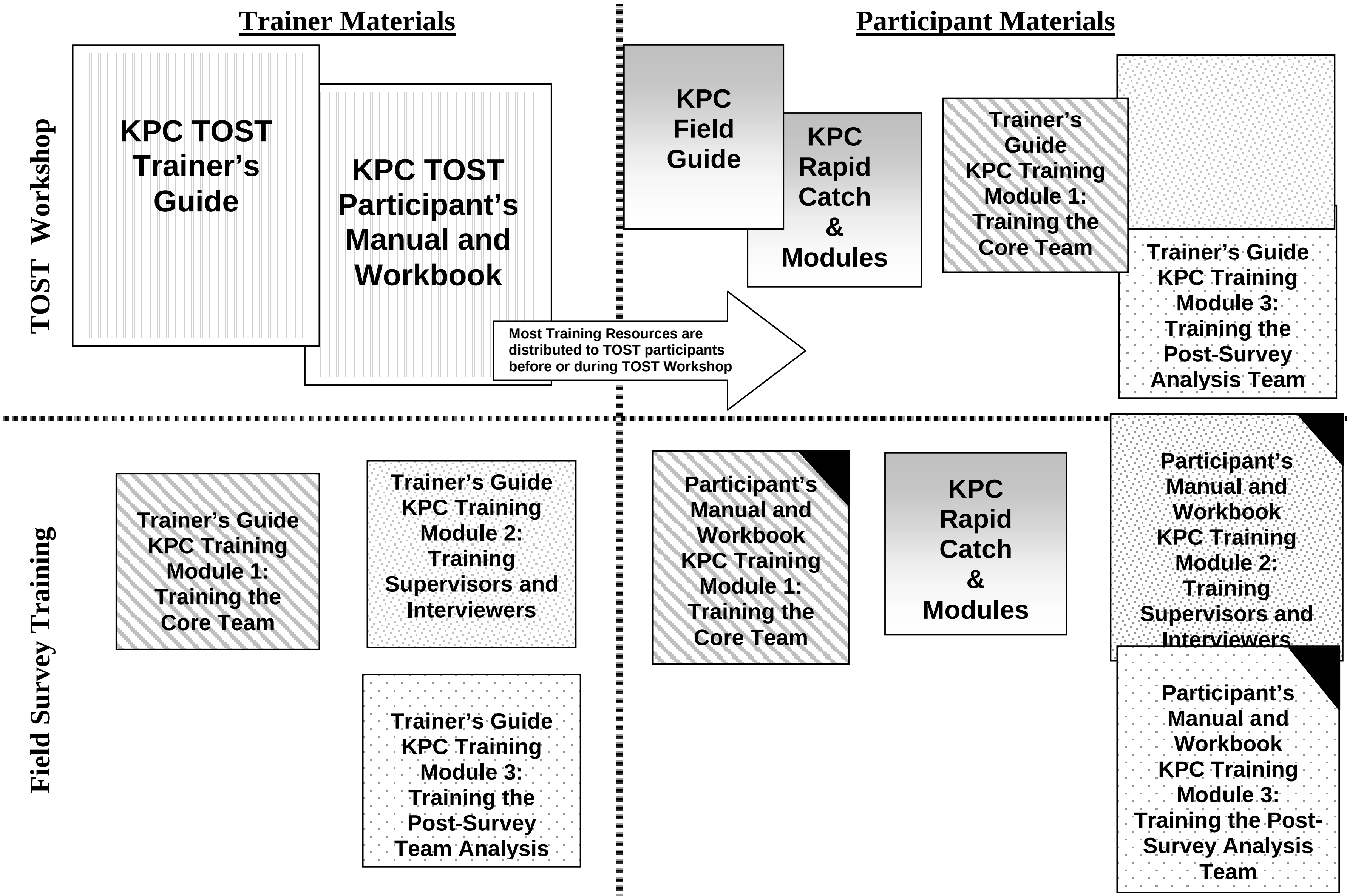
Color coding the cover pages of materials is one way to help participants rapidly locate the training materials being used in a given section. Organizing materials for the Field Survey Trainings will be much simpler because each training has a separate Trainer's Guide and Participant's Manual and Workbook.

For all training activities/learning sessions, the Trainer should have available flip chart paper, markers, tape and an overhead or Power Point projector and screen. It is recommended that all training materials be reproduced using double-sided copying to reduce the bulk of materials. Blank pages are inserted in some places to facilitate double-sided copying.

The following summarizes key aspects of all materials used in the TOST and Field Survey Trainings:

1. The **KPC TOST Trainer's Guide** (this document): provides you, the TOST Trainer, with background information on organizing the TOST and a set of "training activities" that make up part of the TOST. These training activities include introductory activities and a full set of "dialogue education" warm-ups that you can use during the workshop.
2. The **KPC TOST Participant's Manual and Workbook:** are the training materials (Training Resources [TR]) that participants will use during the workshop. It includes all handouts associated with the training activities and dialogue education warm-ups.
3. The **KPC Field Guide:** is a reference document that provides in-depth and background information on many of the topics taught in the modules. You will direct TOST participants to sections of the Field Guide that provide them with additional information on topics they learn about during the teaching and practice of the modules. The Field Guide is an essential resource for the Core Team also.
4. The **KPC Rapid Catch Survey and Topical Modules:** is a full set of survey instruments that TOST participants and those they train will adapt and use to carry out the survey.
5. The **KPC Training Module 1: Trainer's Guide, Training the Core Team:** provides a set of learning sessions that TOST participants will use to train the Core Team in the field. TOST participants will experience parts of this guide and practice-teach other parts of it.
6. The **KPC Training Module 1: Participant's Manual and Workbook, Training the Core Team:** contains the Training Resources (TR) for implementing the training and includes the full set of handouts that Core Team members will get during their training. These handouts can also be used as slides or overheads that the KPC Survey Trainer will use during the training.
7. The **KPC Training Module 2: Trainer's Guide, Training Supervisors and Interviewer:** provides a set of learning sessions that the KPC Survey Trainer will use to train the Supervisors and Interviewers in the field. TOST participants will experience parts of this guide and practice-teach other parts of it.
8. The **KPC Training Module 2: Participant's Manual and Workbook, Training Supervisors and Interviewer:** contains the Training Resources (TR) for implementing the training and includes the full set of handouts that Supervisors and Interviewers will receive during their training. These handouts can also be used as slides or overheads that the KPC Survey Trainer will use during the training.
9. The **KPC Training Module 3: Trainer's Guide, Training Post-Survey Analysis Team:** provides a set of learning sessions that the KPC Survey Trainer will use to train the Post-Survey Team in the field. TOST participants will experience parts of this guide and practice-teach other parts of it.
10. The **KPC Training Module 3: Participant's Manual and Workbook, Training Post-Survey Analysis Team:** contains the Training Resources (TR) for implementing the training and includes the full set of handouts that Post-Survey Team members will receive during their training. These handouts can also be used as slides or overheads for the KPC Survey Trainer to use during the training.

Training Materials Used in TOST and Field Survey Training



The foregoing makes it clear that TOST participants should receive, either before or during the training, copies of 2–10 on the list. Although the KPC Field Guide and the KPC Rapid Catch and Topical Modules can be downloaded from the internet, many participants may come from areas where downloading large documents is difficult. TOST trainers must be prepared to give participants hard copies and copies on CD. TOST trainers should also check the CSTS website (www.childsurvival.com) for the latest version of the KPC Rapid Catch modules.

E. TOST Training Activities

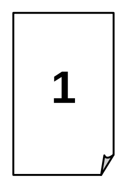
The following pages contain training activities that you, as the TOST Trainer, will facilitate for TOST participants. These activities are in addition to the learning sessions taken from the three modules that participants will use to train field staff to carry out a KPC survey. The sample agenda in Annex B shows where each of these training activities can fit into the overall workshop schedule. Just as in the learning sessions in the Modules 1, 2 and 3, each training activity in this TOST Trainer's Guide follows a similar format, which is summarized in this box:

Format for the Training Activities

Each training activity begins with a:
Facilitator's Information Box—The box at the beginning of each training activity has up to six elements in it:

1. **Purpose**—the overall purpose of the activity.
2. **Objectives**—list of actions—what participants will do—that the steps in the training activity are constructed to accomplish.
3. **Preparation/materials**—list of actions or materials that you, the Trainer, must ensure are ready before the activity can be presented. (For example, extra reading in the Field Guide will be listed that you, the Trainer, should complete before teaching the training activity.) Materials needed for each training activity are listed with the step in which they occur. These materials include Training Resources (TR), flip charts, and other materials. They will be arranged by steps—for example, you will see:
    - Step X:
        - TR X: Title
        - TR XX: Title
        - Flip chart with title

    Note: "TR" indicates that the content is included in the Participant's Manual and you can show the same content on a slide or overhead. The content of Training Resources is not included in the Trainer's Guide. Rather, an icon like the one at the right indicates which TR to use. You will be given an electronic version of all of the Training Resources so you can create your own slide show or overheads.



4. **Time**—an estimated amount of time needed to implement all of the steps in the training activity.
5. **Steps**—a list of the steps needed to complete the training activity—the titles capture the process to be used and the content to be covered.

After the Facilitator's Information Box you will find:
Steps—detailed instructions on how to proceed through each step. You are encouraged to adapt the suggested text to your style while assuring that all content is included and that the steps remain participatory and engaging. Special features for the Trainer to note include:

- ***Italics font*** = instructions for the Trainer (not to be read to the trainees)
- **Regular font** = specific information, instructions or questions for the Trainer to read or closely paraphrase to the trainees
- **Arrow (➢)** = symbol that highlights specific questions to ask
- **Box (❑)** = special technical or summary information to share with the trainees
- [**Square brackets]** = the "correct" answer to expect from a technical question
- **(Parenthesis)** = additional instructions or information

E: TOST Training Activities

Annex C is a critical part of part of the TOST because it provides a summary about the preparation you will need to make for all of the training activities in this TOST Trainer's Guide. It also describes ways of modifying the learning sessions in each module for the TOST training only. For example, it will tell you when to simply "walk through" a learning session because it is a repetition of another session. It will also tell you when you can completely skip a learning session in a TOST module. Annex C also shows how you might use a case study (**TOST TR 19**) to carry out work in certain learning sessions. **Use Annex C when developing the TOST.**

Summary of the TOST Training Activities

First Day Introduction
Activity 1: Introduction to the KPC TOST and Materials
Activity 2: Practice Teaching Assignments

Principles and Practices of Dialogue Education (these activities are used primarily as warm-ups)
Activity 3: Introduction to the Principles and Techniques of Dialogue Education
Activity 4: Engaging Learners through Small-Group Work
Activity 5: Can I Feel Safe Here?—Creating Safety for Learners
Activity 6: Praising Learners
Activity 7: Treating Participants As You Would Like to be Treated: Respect
Activity 8: Monologue versus Dialogue
Activity 9: Open Questions for Learning

Activities Used Throughout the TOST Training
Activity 10: Feedback and Self-Evaluation (for Practice Teaching)
Activity 11: Using a Learner's Needs Assessment to Tailor the Training for Field Staff
Activity 12: Introduction to and Summary of Modules 1, 2 and 3
Activity 13: Walk Through Learning Session

Annexes:

A. Sample Welcome Letter
B. Sample TOST WorkshopAgenda
C. Summary of Preparations and Modifications

1. Introduction to the KPC TOST and Materials

Purpose:
To provide an introduction to the KPC Training of Survey Trainers (TOST) and the materials.

Objectives:
By the end of this activity, participants will have:
1. Received a welcome and introduced themselves and their project location.
2. Reviewed the workshop objectives, agenda and learning map.
3. Discussed a general overview of the KPC survey
4. Examined the training materials: Trainer's Guides and Participant's Manuals for three modules, the Field Guide, and KPC 2000+ Rapid CATCH and Modules.

Preparations/Materials:
Step 1:
- Invite the lead or host organization to provide a brief welcome and introduction to the trainees

Step 2:
- **TOST TR 1: Workshop Objectives**
- **TOST TR 2**: **Workshop Agenda**
- **TOST TR 3: Workshop Learning Map**
- Flip chart of **TOST TR 3: Workshop Learning Map**

Step 3:
- **TOST TR 4: Knowledge, Practice and Coverage Survey**

Step 4:
- Copies of the TOST Participant's Manual and Workbook
- Copies of the three modules—including trainer's guides and participant's manuals using different color binders or cover pages. For example, Core Team–Red, Supervisors/Interviewers–Blue, Post-Survey Team–Yellow
- Copies of the Field Guide (use another distinct color, to avoid confusion with the three modules)
- Copies of the Rapid CATCH and Modules (use distinct color)
- **TOST TR 5: Visual of Training Materials**

Time:
145 minutes

Steps:
1. Welcome participants and conduct introductions – 45 minutes
2. Present the workshop objectives, agenda and learning map – 45 minutes
3. Discuss the KPC survey – 10 minutes
4. Distribute and discuss the Training Materials – 45 minutes

Steps

1. **Welcome participants and conduct introductions –** 45 minutes

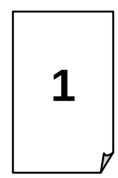
   The host organization sponsoring the training provides a brief welcome (if there is not a host country sponsor, the Trainer takes this role). Then ask each participant to find a person they have not previously met as a partner for the following activity. Say:

   > Once you have found your partner, use the following questions to guide a brief conversation about yourselves with each other. After you finish, you are going to introduce your partner to the group.

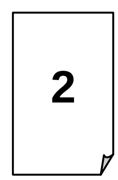
Introduction Questions
➢ What is your name, organization and position? ➢ Where is the project located for which you are planning a KPC survey? ➢ What question would you like answered, or what information would you like to take away from this training?

   While the participants make their presentations, write on large flip chart paper any questions or information that the participants want to take away from the training. After all of the participants have been introduced, summarize the information on the flip chart and indicate whether or not it is included in the course contents. Be sure to introduce all of the Trainers.

2. **Present the workshop objectives, agenda and learning map –** 45 minutes

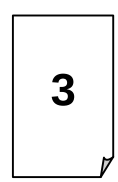
   

   Distribute copies of the TOST Participant's Manual and Workbook to all participants. Refer to ***TOST TR 1: Workshop Objectives*** *and ask participants to read the objectives one by one. Ask volunteers to compare participants' questions and expectations with the workshop objectives.*

   After volunteers have shared, refer to ***TOST TR 2: Workshop Agenda****. Tell participants that the agenda shows all of the tasks they will perform in order to accomplish the objectives. Use this opportunity to tell participants that they will be responsible for preparing and teaching some of the learning sessions in Modules 1, 2 and/or 3. Let them know you will discuss this later.*

   Ask what questions or comments participants have about the agenda or how it relates to the workshop objectives.

   Post the flip chart of ***TOST TR 3: Workshop Learning Map****. Tell them that this "map" will help them keep track of progress they are making throughout the workshop. Note that some parts of the learning occur throughout the workshop, while other parts are associated with a given module they will use to teach field staff after the workshop.*

Workshop Learning Map

Point out that they will either experience or practice-teach learning sessions that they will then use to teach the Core Team, Supervisors, Interviewers and the Post-Survey Team. In other words, they will learn the same content that they will teach to others. Tell them, however, that you will give them background reading so they can go deeper into many of the topics they teach. Survey Trainers should familiarize themselves with the KPC 2000+ Field Guide, as it will serve as the primary resource for Trainers.

Ask what questions participants have about the Workshop Learning Map.

3. **Discuss the KPC survey –** 10 minutes

   Refer to ***TOST TR 4: Knowledge, Practice and Coverage Survey*** *and ask participants to read it, highlighting any questions or points that seem important to them. After everyone has read it, ask participants to share any initial questions or thoughts that come to them from reading this excerpt.*

   4

4. **Distribute and discuss the training materials –** 45 minutes

   Tell the participants that you are going to distribute all of the materials they will need to train the three groups you have just discussed. Refer to ***TOST TR 5: Visual of Training Materials*** *and tell them that this picture is designed to help clarify the materials, given their number and potential complexity. Say:*

   5

   Each module has two parts: a Trainer's Guide and a Participant's Manual and Workbook. The Participant's Manual is a set of handouts and other materials participants will use to learn how to conduct a survey. Experience has shown that it is much easier to manage a training if each participant has a full set of materials at the outset when possible. Each module is color-coded to help in rapid identification.

   As a trainer, you will also need the Field Guide. It contains extra background and in-depth reading that will provide you with a greater depth of understanding of all of the topics related to the KPC survey. You may consider distributing the Field Guide to members of the Core team as well.

Distribute copies of each module: Trainer's Guide and Participant's Manual and Workbook. Also distribute to each participant a copy of the Field Guide and the KPC 2000+ Rapid CATCH and 15 modules. Tell them that the Field Guide is the principal resource they will use for extra reading throughout all of the learning sessions. The KPC 2000+ Rapid CATCH and 15 modules will form the basis of the design of the KPC Survey questionnaire. Give them a few minutes to page through the documents.

Ask them what questions they have at this point but tell them you will soon provide an introduction to the format of the modules, as part of another activity.

2. Practice Teaching Assignments

Purpose:
To review the format for the modules and learning sessions and to give participants an opportunity to choose the learning sessions they will prepare to teach in pairs.

Objectives:
By the end of this activity, participants will have:
1. Examined, in detail, the approach and format used in each of the three KPC Training Modules they will use to train field staff to conduct a KPC survey.
2. Selected a partner and the two learning sessions they will prepare and teach during the workshop.

Preparations/Materials:
Step 1:
- **TOST TR 6: Format for the Learning Sessions**

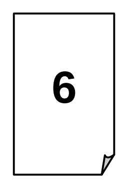
Step 2:
- Flip chart with space for names and learning sessions to be prepared and taught
- Decide in advance of this activity if there are learning sessions that you want to restrict and not have participants teach. This means that you will teach these learning sessions yourself.

Time:
- 45 minutes

Steps:
1. Examine the format for the modules and learning sessions – 30 minutes
2. Select a partner and the learning sessions to teach – 15 minutes

Steps

1. Examine the format for the modules and learning sessions – 30 minutes



*Refer to **TOST TR 6: Format for the Learning Sessions** and tell participants that it summarizes the format for all of the learning sessions in all of the modules. Ask for volunteers to read through the content of the handout.*

Ask what questions they have about the content of the handout.

Ask participants to find a partner with whom to work. Once they have found a partner, ask them to choose one learning session from any module and compare its layout with the handout. Give them about 15 minutes to do this and then ask if they have any questions or comments. Ask them how the actual learning session compares to the format on the handout.

Choose one of the modules and show them the elements of the module—including the LNA and any other information—before you show them the learning sessions.

2. Select a partner and the learning sessions to teach – 15 minutes

Remind participants that they will be practice-teaching learning sessions from the three modules. Summarize the following:

> During this workshop, each person will prepare to "team teach" two learning sessions with a partner. First you are going to choose a partner. Then, together, you are going to select two learning sessions that you would like to teach. Try to choose learning sessions from two different modules. Look at the agenda and try to choose learning sessions that are scheduled for two different days so that you do not have to make two presentations in one day. For the first learning session you choose, one of the two partners will take the lead and do most of the teaching. For the second learning session, the other partner will take the lead and do most of the teaching.

(Note to the TOST Trainer: If you have restricted any learning sessions you should share the names of those sessions now.)

Post a flip chart with a space for names and learning sessions. Ask participants to use the break or lunch hour to find their partners and choose their learning sessions. Set a time (end of the day, after lunch, etc.) when they should have recorded their selections on the flip chart. Ask what questions participants have.

If they are having trouble selecting a partner, you may decide to randomly assign partners to one another.

Practice Teaching	
Name	Learning Session

3. Introduction to the Principles and Techniques of Dialogue Education

Purpose:
To consider important principles and techniques of dialogue education, drawing on the participants' own experiences as learners.

Objectives:
By the end of this activity, participants will have:
1. Listed key principles and techniques of dialogue education using their own experiences.
2. Compared these principles and techniques with those from other adult educators.

Preparations/Materials:
Step 1:
- Tape and note cards or post-it notes for posting ideas on the wall

Step 2:
- **TOST TR 7: Principles and Techniques of Dialogue Education** (Instead of using an overhead or slide, you may want to summarize these principles on a flip chart so participants can hang their concepts next to the flip chart for easy comparison. The flip chart can also stay hanging in the training room throughout the workshop as a reminder of these key principles.)

Time:
30 minutes

Steps:
1. Discuss successful learning in pairs – 15 minutes
2. Discuss and compare experiences with "experts" list – 15 minutes

Steps

1. **Discuss successful learning in pairs** – 15 minutes

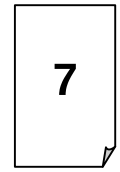
   Ask the participants to break into pairs and to briefly describe to each other the best learning experience they have had <u>*as an adult*</u>*. Encourage them to analyze the situation by asking themselves what made the experience so good. Tell them they have five minutes to discuss and share with each other.*

   After each pair has a chance to describe their best adult learning experience with each other, distribute note cards ("post-its") and ask each participant to write on the cards one or two key things that made the experiences good and post them on the wall (or elsewhere). Ask them to write only one idea per card and to use just a few words.

   Encourage participants to be as specific as possible. For example, if someone says a key factor was that the training was participatory, ask the participant to describe what specifically made the experience participatory.

2. Discuss and compare experiences with "experts" list – 15 minutes

*Post **TOST TR 7: Principles and Techniques of Dialogue Education** (use a flip chart, if possible) next to the posted cards. Summarize the key principles and techniques. Ask the group to help you to compare and match their cards with what adult-education specialists consider keys to successful adult learning. Physically move the cards so that similar ideas are clustered near the relevant item on the flip chart. Ask:*



- **What strikes you about your own responses compared to what the "experts" say?**

Listen to several responses. Say:

During the training we are going to look at a number of these principles and techniques in more detail. We will see how you might apply them in the learning sessions you teach.

4. Engaging Learners Through Small-Group Work

Purpose:
To challenge participants to think about how small groups promote engagement and to share techniques for managing small groups.

Objectives:
By the end of this activity, participants will have:
1. Listed the advantages of small-group work and described how using small groups is related to the principle of engagement.
2. Identified practical ways to make small-group work more efficient and effective.

Preparations/Materials:
Step 1:
- **TOST TR 8: Definition of Engagement**

Step 2:
- **TOST TR 9: Managing Small-Group Work**

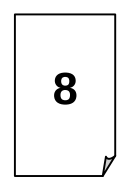
Time:
25 minutes

Steps:
1. Present the principle of engagement – 5 minutes
2. Use small groups to discuss the principle of engagement – 10 minutes
3. Brainstorm about how to make small groups work better – 10 minutes

Steps

1. Present the principle of engagement – 5 minutes

*Refer to **TOST TR 8: Definition of Engagement**. Ask a volunteer to read the definition, taken from Jane Vella's book,* Training Through Dialogue.[1]



Ask:

- ➢ **How does "doing" help a person learn?**

2. Use small groups to discuss the principle of engagement – 10 minutes

Ask participants to form small groups of three or four people and discuss the following questions. They have about five minutes:

- ➢ **In a learning situation (a training or a learning session), what can happen in small-group work that cannot happen in a larger group?**

[1] Vella, Jane, *Training Through Dialogue Promoting Effective Learning and Change in Adults* (1995) Jossey-Bass (San Francisco).

- **How is this related to the principle of engagement?**

Bring the participants back together and ask one group to share their group's discussion. Note important points on flip chart paper. Ask another group for a different idea. Continue until all ideas are on the flip chart.

Add any of the following that are not mentioned:

- Builds solidarity
- Provides safety
- Allows a greater number of people to discuss/speak out on a topic
- Allows for greater individual engagement

Say:

Small groups promote engagement. If this is true, and we know it is,

- **Why do facilitators lecture to large groups as a teaching technique?** [*Takes less time, the need to present a lot of new information, less effort than preparing for different participatory activities.*]

3. Brainstorm about how to make small groups work better – 10 minutes

Say:

Now that we have thought about some reasons why using small groups is effective, let us brainstorm ideas about how we all can work better with small groups.

*Note the ideas on flip chart paper. Then refer participants to **TOST TR 9: Managing Small-Group Work.** Ask for volunteers to read each item on the list and review the flip chart of ideas to compare and match the two lists.*

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Ask participants to add any new ideas to their handout. Encourage them to keep the modified handout with them as a reference.

5. Can I Feel Safe Here?—Creating Safety for Learners

Purpose:
To help participants think about the principle of safety and how to create a safe learning environment for members in the group.

Objectives:
By the end of this activity, participants will have:
1. Drawn a picture and shared with each other some examples of what safety means to them.
2. Developed their own personal list of how they will promote a safe place for learning for the groups with which they work.

Preparations/Materials:
Step 2:
- Blank sheets of paper (8½" x 11" or A4 size) and markers available for the participants

Time:
30 minutes

Steps:
1. Review the principle of safety – 2 minutes
2. Use a drawing: "What Safety Means to Me" – 13 minutes
3. Discuss in pairs what safety means in a learning situation – 5 minutes
4. Conduct a personal reflection on creating safety in the learning situation – 10 minutes

Steps

1. **Review the principle of safety** – 2 minutes

   Recall for participants that adult educators have found that adults learn best when they feel safe in a learning setting. Tell them that you are going to carry out an activity that will help them think about this important principle of dialogue education.

2. **Use a drawing: "What Safety Means to Me"** – 13 minutes

   Invite participants to draw a simple picture of something that represents safety to them in their life (not in a learning session, but in their life in general). It can be anything. It may be helpful to start by posting your own (quickly drawn) picture. For example:

   A picture of a plane represents safety to me because it means I am closer to home.

   After a few minutes ask participants to post their pictures on the wall. Ask them to gather around the pictures they posted. Tell them that anyone who would like to share what they drew may do so.

-

3. Discuss in pairs what safety means in a learning situation – 5 minutes

Ask the participants to find a partner, think about the learning sessions in which they have participated and discuss the following question:

- **What things made you feel safe or unsafe in these learning situations?**

After a few minutes ask for volunteers to share the information they discussed. Write summaries of the key points on a blank flip chart.

4. Conduct a personal reflection on creating safety in the learning situation – 10 minutes

Ask the participants to consider the list and think about the learning situations that they lead. Ask them to develop, based on their own thoughts and what is written on the flip chart, a list of "safety rules" that they will try to apply in the learning sessions they facilitate.

Tell them that the list will be their personal list but that they can share it with you or others if they would like to get input or suggestions.

Ask for volunteers who are willing to share elements of their list.

6. Praising Learners

Purpose:
To help participants "feel" the power of affirmation and consider how to more consistently provide affirmation to their groups.

Objectives:
By the end of this activity, participants will have:
1. Practiced giving and receiving praise.
2. Related their own feelings about receiving praise to how participants might respond to praise in groups or meetings.
3. Listed appropriate ways to give praise during group learning sessions.

Preparations/Materials:
Step 1:
- Blank sheets of paper (8½ " x 11" or A–4 size) and markers for each participant
- Sturdy tape to affix the paper to participants' backs

Time:
20 minutes

Steps:
1. Use a group activity to practice giving and receiving praise – 10 minutes
2. Discuss ways to provide praise in learning sessions – 10 minutes

Steps

1. Use a group activity to practice giving and receiving praise – 10 minutes

Say:

> Let us take a few minutes to consider the importance of praising or recognizing people for contributions they make during learning events. Praise is one way of showing respect and motivating adult learners to participate more fully. We all like to receive praise and to feel that our contributions are important to the trainer and others.
>
> Take a piece of paper and write the numbers 1 through 4 along the left side of the sheet, leaving plenty of space between each number. Help each other tape these papers to your backs.

When everyone is ready with a paper taped to each person's back, say:

> Move about the room; find people you know and write on that person's back one thing that you appreciate about that person or about that person's contributions either during this workshop or during times you work together. Be as specific as possible. Do not simply say "funny" or "kind" or "creative," write a specific example of when and how the person was funny or kind or creative.

Write on four different people's papers and have four different people write on your paper. No person can have more than four things on their list and everyone should have four things by the time the activity is completed.

All items should be written anonymously and those writing the items can start with any number on the list in order to maintain that anonymity.

Ask what questions they have about the activity.

Allow about five minutes for the activity. Next, ask the participants to remove the paper from their back and spend a few minutes reading what others have written. Ask for several volunteers to answer the following for the group:

- **How do the comments make you feel?**

- **What thoughts go through your mind when you read what others wrote?**

2. **Discuss ways to provide praise in learning sessions** – 10 minutes

Ask participants to form pairs and to think about the adult learners in the groups with which they work. Ask them to also think about how they felt when they received the praise of others today and to discuss the following with their partner:

- **How do you think participants in your groups might feel when they receive praise?**

Ask for two or three volunteers to share their responses and then invite the pairs to discuss the following:

- **What are some appropriate ways and opportunities to praise participants during a group meeting or learning session?**

Ask for two or three volunteers to share their discussions.

Note the responses on flip chart paper and encourage everyone to remember the written ideas and their own ideas and to look for opportunities to use them to praise group members.

7. Treating Participants As You Would Like to be Treated: Respect

Purpose:
To identify how people show respect to each other and ways to show respect to learners.

Objectives:
By the end of this activity, participants will have:
1. Identified how people show respect to each other or articulated ways to help group members feel respected in meetings.
2. Defined specific ways to show respect to adult learners.
3. Developed ideas for dealing with "technically incorrect" responses by participants.

Preparations/Materials:
Step 1:
- Flip chart of TOST TR 7: Principles and Techniques of Dialogue Education (from TOST Activity 3)

Step 2:
- **TOST TR 10: Respect for the Learner**

Time:
- 25 minutes

Steps:
1. Present the importance of respect – 10 minutes
2. Discuss how to show respect at group meetings – 15 minutes

Steps

1. Present the importance of respect – 10 minutes

Refer to the description of "Respect" from TOST TR 7: Principles and Techniques of Dialogue Education from TOST Activity 3. Say:

> Respect for adult learners goes to the very nature of the teacher/learner interaction. Some adult-education specialists refer to respect as the most important principle of adult learning. This activity is designed to help you reflect on how you show respect to a group of learners.

In the large group, ask each participant to think about the following:

> Imagine that you are a member of one of the groups that you are training (Core Team, Supervisors, Interviewers or Post-Survey Team). Imagine that the teacher/trainer asks for your honest feedback regarding respect.

> ➢ **What one thing would you tell the teacher/trainer to do to show respect for you as a learner?**

Ask for volunteers to share their thoughts. Remind them to speak as members of a group. Keep asking, "What else?" "What else?" until many responses have surfaced from many different volunteers. Write their responses on flip chart paper. Encourage participants to copy the list and to keep it and try to apply it in their work.

2. Discuss how to show respect at group meetings – 15 minutes

Ask for volunteers to respond to the following:

We want to show respect but at times participants make suggestions or contribute ideas that are technically wrong or incorrect.

- **How can we respond and show respect so that others do not try the suggestions or accept the information as correct?** [*Thank participants for their thoughts without judgment, redirect the topic to the point at hand, ask other participants what they think or if they agree/disagree with the opinion provided, always come back to emphasize the correct information before the end of the education session so that incorrect messages do not receive reinforcement.]*

Thank participants for their ideas on ways to deal with this difficult issue.

Refer participants to ***TOST TR 10: Respect for the Learner.*** *Review the material and ask participants to add other important ideas. Note any new ideas that came out as responses to the previous question.*

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8. Monologue versus Dialogue

Purpose:
To contrast monologue and dialogue in a learning environment and evaluate how to create dialogue in learning sessions.

Objectives:
By the end of this activity, participants will have:
1. Defined how dialogue would look in a learning session.
2. Listed characteristics of monologue according to Paulo Freire.
3. Developed an analogy for dialogue just as Freire developed one for monologue.

Preparations/Materials:
Step 1:
- Flip chart of TOST TR 7: Principles and Techniques of Dialogue Education (from TOST Activity 3)
- **TOST TR 11: Definition of Monologue and Dialogue**

Step 2:
- **TOST TR 12: Excerpt on Monologue** (adapted from Paulo Freire's *Pedagogy of the Oppressed* [2])

Time:
40 minutes

Steps:
1. Present the definitions of Monologue and Dialogue – 10 minutes
2. Read and discuss the definition of Monologue – 15 minutes
3. Use small groups to develop an analogy for dialogue – 10 minutes
4. Discuss how to create dialogue in education sessions – 5 minutes

Steps

1. Present the definitions of Monologue and Dialogue – 10 minutes

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*Review the principles of adult education from the flip chart entitled, Principles and Techniques of Dialogue Education (from TOST Activity 3). Refer to **TOST TR 11: Definition of Monologue and Dialogue** and summarize the main points.*

Ask for volunteers to respond to the following question:

- **Given the definition of dialogue, what would dialogue look like in a learning session?**
- **In other words, if you walked into a learning situation in which dialogue was happening, what would it look like?**

[2] Freire, Paolo, *Pedagogy of the Oppressed*, Continuum, New York, 1997.

Make sure that the idea of conversation between teacher and learners and conversation among learners is raised. If not, make sure that both types of dialogue are included.

2. **Read and discuss the definition of Monologue –** 15 minutes

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Refer participants to ***TOST TR 12: Excerpt on Monologue*** *and ask them to read it carefully. Ask them to underline or highlight parts that particularly strike them. Tell them that this is Paulo Freire's (an adult-learning specialist) description of monologue.*

After they finish reading the description, ask:

- **What impressed you about what Freire said?**

- **According to Freire, what are the characteristics of monologue education?**

Be sure that the following is summarized in response to the second question:

Characteristics of Monologue

- The teacher deposits ideas into the "minds" of the students.
- Students take the deposits, file them away and repeat them back when asked.
- Students are passive receptacles.
- Only teachers only make deposits.
- Students are allowed to speak in monologue education, but only to feed back what has been deposited.

3. **Use small groups to develop an analogy for dialogue –** 10 minutes

Ask the participants to get with 2 to 3 other participants. Summarize the following:

Freire described monologue as the "banking approach" to education. We have seen the definitions of both monologue and dialogue. Freire did not describe dialogue with an image the way he described monologue. Your activity, in your small groups, is to think of an image to help describe dialogue. Do not forget that dialogue describes a type of education that involves sharing information not only between teacher and students but among students as well.

After about five minutes ask for volunteers to share their "image" of dialogue education.

4. **Discuss how to create dialogue in education sessions –** 5 minutes

Ask for volunteers to describe ways the monologue vs. dialogue information discussed here might be applied in the education learning sessions they are facilitating.

Close by summarizing the following:

Using dialogue does <u>not</u> mean that you cannot make a presentation or give a short lecture to participants. However, using dialogue means that each time you present something you must also give participants the opportunity to think about it, evaluate it, ask questions about it and discuss it among themselves and with you. In dialogue, you never simply ask people to repeat to you what you have presented; rather, you provide them with the opportunity to <u>do</u> something with the information.

9. Open Questions for Learning

NOTE: This activity is a follow-on to the discussion about dialogue. Therefore, it is best to use this activity only after discussing dialogue.

Purpose:
To evaluate how to enhance dialogue by reformulating closed questions to make them open questions.

Objectives:
By the end of this activity, participants will have:
1. Contrasted closed and open questions.
2. Linked the idea of creating open questions to the principles of engagement and relevance.
3. Evaluated some ways to become a better listener.

Preparations/Materials:
Step 1:
- **TOST TR 13: Forming Open Questions to Create Dialogue**

Step 2:
- **TOST TR 14: Listen to Learn**

▪

Time:
40 minutes

Steps:
1. Discuss "open" questions and ways to create dialogue – 20 minutes
2. Learn to listen, listen to learn – 20 minutes

Steps

1. Discuss "open" questions and ways to create dialogue – 20 minutes

Say:

In dialogue-based education, discussion is promoted through "open" questions.

- **What is meant by an "open" question?** *[Questions that permit many responses.]*
- **What examples of open questions can you give?**
- **Why is "Do you understand?" a "closed" question?** *[Because it limits the response to either "yes" or "no." It does not invite a variety of answers.]*
- **How can we turn "Do you understand?" into an "open" question?** *[Ask instead: "What questions do you have about this?"]*

Say:

Add **what, how,** and/or **why** to turn a "closed" question into an "open" question. These words do not limit the person's possible responses but, instead, invite many varied responses.

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Refer participants to ***TOST TR 13: Forming Open Questions to Create Dialogue.***
Say:

Now let us practice. Look at this series of questions. First, decide if the question is "open" or "closed." Then change the closed questions into open questions. Write directly on the handout. You have three minutes.

Ask for volunteers to share the determinations (open or closed) and the new "open" questions they developed. Conclude by stating:

When presenting new information, dialogue is promoted through questions that draw on participants' experiences with the subject (i.e., do not quiz them on content that they do not know). Engagement, immediacy, and relevance are always promoted through questions such as:

- **How does this compare to what you have heard?**
- **What is your experience with this?**
- **What would keep you from applying this new information?**

After presenting new information, it is recommended that you follow it with an activity using the new information, and/or with a small- or large-group discussion about how the new information affects them in their lives. The goal is to help participants integrate new information through immediate utilization or vocalization.

2. Learn to listen, listen to learn – 20 minutes

Say:

Asking open questions is one part of creating dialogue; a second very important part is <u>learning to listen</u>. Learning to listen is perhaps the most difficult activity for a trainer because it requires full attention and encouragement to allow participants to respond to each other. Sometimes it requires sitting in silence as participants gather their thoughts and opinions.

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I would like to share three types of listening. Let us look at **TR 14: Listen to Learn.**
Divide into pairs and have a brief conversation about what each one of you would do with a million dollars. First, one person talks, while the other person uses the three modes of listening. Then switch roles.

Ask volunteers to share any observations about using the three listening skills.

10. Feedback and Self-Evaluation (for Practice Teaching)

Purpose:
To develop principles for giving and receiving feedback that participants can use to provide feedback on the practice teaching and to provide the opportunity to evaluate and improve their own teaching by better using principles of dialogue education.

Objectives:
By the end of this activity, participants will have:
1. Listed principles for giving and receiving feedback.
2. Agreed to an approach for providing feedback after every practice teaching.
3. Developed a plan for using the self-evaluation form after they complete their practice teaching.

Preparation/Materials:
Step 1:
- **TOST TR 15: Key Principles for Giving and Receiving Feedback** (A flip chart of what appears on **TOST TR 15** may be best so it can be hung in the room for quick reference during every feedback time)

Step 2:
- **TOST TR 16: Steps for Giving Feedback (After Practice Teaching)**

Step 3:
- **TOST TR 17: Self-Evaluation Form for Practice Teaching**

Time:
40 minutes

Steps:
1. Discuss the principles for giving and receiving feedback – 15 minutes
2. Present how the feedback sessions will be conducted – 15 minutes
3. Introduce the self-evaluation instrument – 10 minutes

Steps

1. **Discuss the principles for giving and receiving feedback** – 15 minutes

   Remind participants that, in addition to mastering the technical information about KPC surveys, the TOST training is designed to help them become better trainers. To that end, they will not only practice teaching learning sessions from the three modules, but they will also provide feedback to one another about the teaching.

   Ask the participants to imagine that they have just finished facilitating a learning session with one of their groups. A supervisor was observing. Ask the participants:

   - **What kind of feedback would you like from your supervisor to help you improve and how would you like your supervisor to give that feedback?**

Write suggestions on flip chart paper posted on the wall. Make sure the general principles listed in the box below are included:

Giving Feedback

Giver should:

- provide specific examples and suggestions
- include appreciative comments for what was done well
- allow self-evaluation first
- immediately discuss (do not delay) the results
- create an exchange of ideas and information (not one-way) and verify understanding
- consider the needs of the receiver, not the giver, and only give the quantity of information the receiver can use—not the quantity the giver wants to give

Inform the participants that now they are the supervisors and, as part of the job, they must give feedback.

- **How would you like the person receiving feedback to behave?**

Note the responses on a flip chart. Make sure the following points are covered:

Receiving Feedback

Receiver should:

- listen to the entire comment, do not interrupt
- ask questions before responding to make sure there is clear understanding of the feedback
- not get defensive about behavior
- help the giver be specific with the feedback
- be thankful for the input

Leave the flip charts posted on the wall. When feedback is provided after each learning session, refer to the flip charts for guidelines. Refer participants to ***TOST TR 15: Key Principles for Giving and Receiving Feedback****.*

15

2. Present how the feedback sessions will be conducted – 15 minutes

Explain that after each practice teaching, Trainers and participants will have an opportunity to give and receive feedback on the teaching, using the principles they just discussed. Refer participants to ***TOST TR 16: Steps for Giving Feedback (After Practice Teaching)*** *and review it briefly.*

16

3. Introduce the self-evaluation instrument – 10 minutes

Refer participants to ***TOST TR 17: Self-Evaluation Form for Practice Teaching.***

17

Review the form and explain that when each participant finishes their practice teaching, they will complete the form based on how they feel they used the adult education principles. Ask participants to focus on two ways they can improve their teaching by better incorporating the principles and techniques of dialogue education. Explain that during the workshop these principles and techniques will be discussed in greater detail.

Tell participants that the information on the self-evaluation form is for their personal use and is not going to be shared with the group unless they want to share it. Tell participants that a quick feedback session (no more than 15 minutes) will follow each practice teaching session using both the feedback and self-evaluation approach. Ask them what questions or comments they have.

11. Using a Learner's Needs Assessment (LNA) to Tailor the Training for Field Staff

Purpose:
To learn how to conduct and utilize an LNA to modify the KPC survey training curricula for field staff.

Objectives:
By the end of this activity, participants will have:
1. Reviewed the curricula for the KPC survey training for the Core Team, Supervisors/Interviewers and the Post-Survey Team.
2. Practiced creating an LNA.
3. Generated ideas on alternative methods for teaching each module in the KPC survey training.

Preparations/Materials:
Step 1:
- Module 1: KPC Survey Training for Core Team
- Module 2: KPC Survey Training for Supervisors and Interviewers
- Module 3: KPC Survey Training for Post-Survey Team

Step 2:
- **TOST TR 18: LNA Summary** (Use the participants' LNA results to prepare a summary. Include one or two examples of how you used their LNA responses to incorporate their needs into the workshop design and objectives.)

Time:
90 minutes

Steps:
1. Review the curricula for Core Team, Supervisors/Interviewers, Post-Survey Team – 20 minutes
2. Create a draft LNA – 40 minutes
3. Brainstorm and formalize the steps needed to conduct an LNA – 10 minutes
4. Identify possible modifications to the modules based on LNA results – 20 minutes

Steps

1. **Review the curricula for Core Team, Supervisors/Interviewers, Post-Survey Team –** 20 minutes

   Refer participants to their copies of KPC Training Module 1: Training Core Team, KPC Training Module 2: Training Supervisors and Interviewers, and KPC Training Module 3: Training the Post-Survey Team. Explain:

   > The purpose of this activity is to consider how to tailor the modules (or curricula) for the KPC survey field staff training. Divide into three groups. Group 1 is responsible for Module 1, Group 2 is responsible for Module 2 and Group 3 is responsible for Module 3. Take 10 minutes to review your assigned module.

After 10 minutes, ask:

- **What are the key training tasks in each module?**
- **What key training methods are used?**

Respond to questions and clarify points as necessary.

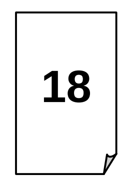
2. Create a draft LNA – 40 minutes

Say:

> Before you started this workshop, you received a questionnaire about your survey experience. This questionnaire is called an LNA (Learner's Needs Assessment). You may read the LNA from Annex A to refresh your memories.

- **How do you think the information from the LNA questionnaire you completed was used?**

Share with participants one or two modifications made to the TOST curriculum that were based on the LNA. Refer to the ***TOST TR 18: LNA Summary*** *that you prepared. Highlight that the objectives for the KPC survey training are based on the results of the LNA previously completed by the participants. Say:*



> In order to prepare your Module 1, 2 or 3 trainings,

- **What do you need to know to tailor the trainings to meet field staff needs?**

Allow participants to discuss. Then summarize by saying:

> It is recommended that you conduct an LNA and base the LNA questions on the roles and responsibilities of each group (Core Team, Supervisors/Interviewers, Post-Survey Team). For example, Supervisors are responsible for developing an events calendar and a cultural lexicon. Two questions on the LNA for Supervisors/Interviewers might be:

1. **What is your experience with measuring the weight of children less than two years of age?**
2. **What is your experience with use of an events calendar for calculating the age of children?**

> After you receive the LNA responses for these two questions,

- **How might you modify Module 2 for Supervisors/Interviewers?** *[Modify how the content is taught; ask the trainees to share experiences.]*

The responses to the LNA would not necessarily determine whether you include a topic, but they may determine how you teach the topic. If everyone at the training has experience with events calendars, you can move more quickly through the introduction and ask the group to list the steps required to use an events calendar.

Continue working in the same three groups, each working with their assigned module. Ask:

- **What information should you obtain from the future participants before finalizing your module?**

Allow the three groups a few minutes to discuss and write their information needs in the form of questions on flip chart paper. Ask each group to briefly share their questions with the other groups.

3. **Brainstorm and formalize the steps needed to conduct an LNA –** 10 minutes

- **What would be the best way to carry out an LNA for the Core Team?**
- **For Supervisors and Interviewers?**
  [e-mail, telephone interviews, etc., one week or more before the training]

4. **Identify possible modifications to the modules based on LNA results –** 20 minutes

Continue working in the same three groups, each working with their assigned module. Ask the groups to identify three ways in which the module could be modified based on the LNA. Instruct them to write their responses on flip chart paper and present their ideas to the other groups.

Encourage all TOST Survey Trainers to utilize the LNA as a method for making the training more relevant for participants, while respecting their knowledge and experience.

12. Introduction to and Summary of Modules 1, 2 and 3

Purpose:
To introduce Module 1, 2 or 3, with particular emphasis on clarifying the intended audience for each module, and to summarize important points from the previous module, if applicable.

Objectives:
By the end of this activity, participants will have:
1. Summarized the module that was just completed, if applicable.
2. Compared the progress of the TOST workshop to the Workshop Learning Map.
3. Reviewed the next module and the learning sessions that are going to be skipped or modified.
4. Clarified the intended audience for the next module.

Preparations/Materials:
Step 1:
- **TOST TR 2: Workshop Agenda**
- **Flip chart of TOST TR 3: Workshop Learning Map** (from TOST Activity 1)

Time:
15 minutes

Steps:
1. Summarize the content of the module just completed, if applicable, and compare it to the Learning Map – 10 minutes *(If you are introducing Module 1, skip this step and go to step 2)*
2. Introduce the purpose and intended audience of the next module – 5 minutes

Steps

1. Summarize the content of the module just completed, if applicable, and compare it to the Learning Map – 10 minutes *(If you are introducing Module 1, skip this step and go to Step 2)*

Refer participants to TOST TR 2: Workshop Agenda and note where you are in the training. Review the learning sessions covered during the module just completed. Reemphasize the overall goal of the module and who the intended audience was for the module

Use the Learning Map (TOST TR 3) to summarize where you are in the TOST process. *Ask the participants:*

- **Are there any topics that were covered during this module that are still not clearly understood?**

List participants' concerns on flip chart paper and look for ways to reinforce these concepts at a later time (perhaps through an optional evening session). Ask:

- **What do you think are the most challenging aspects of replicating these learning sessions for the target audience?**

2. Introduce the purpose and intended audience of the next module – 5 minutes

Refer participants to TOST TR 2: Workshop Agenda. Review the learning sessions that will be covered during the next module. Reemphasize the overall goal of the module and the intended audience for the module. Remind the participants that they, as Survey Trainers, will be replicating the module in the future.

Use the Learning Map to summarize where you are going in the TOST process.

Module 2:
Explain that the purpose of covering learning sessions in Module 2 that may seem repetitive is to provide the opportunity for Survey Trainers to gain more experience in teaching learning sessions that they will replicate in their project in an environment of peer review. Repeating a learning session is a good way to assess whether everyone understood the original concepts—you learn best when you teach!

Explain that, as it would be very difficult to actually carry out some of the Module 2 learning sessions in a workshop setting, a walk through will be done for the following learning sessions:

2-2: Purpose and Role of the KPC Survey;
2-3: Role of the Core Team, Supervisors, and Interviewers
2-11: Standardization Testing
2-13: Field Test and Revisions

Module 3:
Clarify the relationship between Learning Session 3-4a and 3-4b, one is used for baseline surveys and the other is used for mid-term or final surveys.

Explain if any of the learning sessions within Module 3 will be skipped and why. Review those learning sessions and encourage participants to read through them on their own time. The following learning sessions are not included in the sample agenda:

2-1	Welcome and Introduction	25
2-12	Practice Interviews with Triads	120
3-1	Introduction to the Post-Survey Team Training	45
3-4b	Assessing Achievement of Targets (Mid-term and Final Surveys)	70

Optional Learning Sessions:		
1-26	Determining Sample Size	45
2-14	Measuring Height	120
2-15	Measuring MUAC	60

13. Walk Through Learning Session

Purpose:
To review Module 2 learning sessions that are logistically difficult to present directly to TOST participants during the TOST training.

Objectives:
By the end of this activity, participants will have:
1. Examined Learning Sessions 2-2, 2-3, 2-11 and 2-13 from Module 2 to determine how they can best be presented to Supervisors/Interviewers.
2. Developed a plan for presenting Learning Sessions 2-2, 2-3. 2-11 and 2-13.

Preparations/Materials:
Step 1:
- **Module 2 Trainer's Guide**

Time:
15 minutes

Steps:
1. Summarize the content and steps of the walk through learning session – 10 minutes
2. Discuss adaptation to the learning session – 5 minutes

Steps

1. **Summarize the content and steps of the walk through learning session –** 10 minutes

   Some learning sessions will not be included in the TOST training for two reasons: repetition with Module 1 learning sessions and difficulty in presenting some learning sessions. These learning sessions should be reviewed using the following steps:

   1. *Ask participants to turn to the learning session in the Module 2 Trainer's Guide*
   2. *Ask participants to read aloud the information inside the information box*
   3. *Briefly summarize the steps of the learning session*

2. **Discuss adaptation to the learning session –** 5 minutes

   Ask the participants:

   - **What do you see as the most challenging aspects of this learning session and how might you need to adapt the session?**

   Make sure that the concepts, instructions and practical applications are clear to the participants.

Annexes:

A. Sample Welcome Letter
B. Sample TOST Workshop Agenda
C. Summary Preparations and Modifications

Annex A
Sample Welcome Letter

Dear Colleague,

It is my pleasure to welcome you to the KPC Training of Survey Trainers (TOST) process. We look at this as a process because it is more than just attending a two-week workshop. We are beginning now to learn how we can work together, then we will spend an intensive two weeks together in **(Location)** during **(Dates)** . In addition, we want to begin now to organize our thoughts and identify our needs to make the KPC TOST as valuable as possible for all participants.

In preparation for the TOST workshop, you will need to bring:

- a calculator
- a copy of your project proposal, with the most recent objectives and indicators
- the total population of the project target area, broken out by the population for each community or neighborhood, depending on the political divisions in the area you work
- detailed map of the area, showing all communities, major roads, rivers and political boundaries
- the latest Demographic and Health Survey and/or Multi-Indicator Cluster Survey for your country
- if you have begun work on planning your KPC survey, bring all related documentation—electronic format is fine, if you also bring a laptop computer

Please download from the Internet the KPC 2000+ Rapid CATCH and 15 Modules (http://www.childsurvival.com/kpc2000/kpc2000.cfm). Please print out a hard copy of these materials to bring with you to the workshop and read them prior to coming to the workshop if possible. For those having difficulty downloading these materials please contact the Workshop Facilitator or contact@coregroup.org to receive a copy on CD.

You will find attached to this letter a Learner's Needs Assessment. Please fill it out and return it by **(Date)** to: **(Name and Address)** . This LNA will be used by the facilitators to tailor the TOST workshop to better address your needs.

Also attached to this letter is an information sheet about the training center, lodging arrangements and transportation from the airport to the center. Please carefully review this information. If you have any questions, please contact me at **(telephone, e-mail, etc.)** or **(Logistics person)** at **(telephone, email, etc.)** .

I look forward to meeting you in person and working together to make the Training of Survey Trainers a successful event and a valuable tool for you in your professional development.

Sincerely,

Learner's Needs Assessment (LNA)
for Participants in the Training of Survey Trainers (TOST) Workshop
Date, Location

Complete this assessment and returned it to ________***(TOST Trainer)***________ *before* _____***(date)***_____ .

Please continue your responses on another sheet of the paper, if necessary, and return via fax to:

Fax: ______________________ . *You can also e-mail responses to:* ______________________ .

Name ________________________________ Organization ______________________________________

1. What is your current job title? What are your primary job functions in this position?

____

____

2. What training have you received in adult education or dialogue education?

____

____

3. What experience have you had training adults?

____

____

4. What would you like to learn to improve your training skills?

____

____

5. Have you ever participated in a KPC survey before? If yes, please indicate when and where the KPC survey was conducted and your role in the KPC survey process.

____

____

6. After you receive the TOST training, when and where will you conduct a KPC survey? In which language will you complete the KPC survey?

____

____

7. Have you used LQAS or Cluster Sampling?

____

____

8. What experience do you have using anthropometric measurements (height, weight, arm circumference)?

____

____

9. Have you worked with a data-analysis package such as Epi-Info before? Do you have someone in your office or a consultant familiar with the utilization of that package? Are you planning to use Epi-Info in your survey?

____

____

Learner's Needs Assessment (LNA) (continued)

10. What would you like to learn about the KPC training and survey process? What help do you need to train staff to carry out a KPC survey?

____

____

11. If you have already begun preparing for the KPC survey, what preparations have been completed so far?

Decision to be made	Has the decision been made?			Need assistance on this decision?	
	Yes	No	What was the decision?	Yes	No
Who will you interview? (mothers of children under 2, other)					
What sampling methodology will you use? (Cluster, LQAS, or undecided)					
How many people will be in your sample? (300, 19 or other)					
Will you use anthropometrics? (Weight for Age, other)					
Will you use manual tabulation, computer tabulation or both?					

12. What else would you like us to know about you in order to help us prepare and carry out the TOST Workshop?

____

____

____

____

Logistical Information

- **Training Site:**

- **Lodging Arrangement:**

- **Transportation:**

- **Other:**

Annex B
Sample TOST Workshop Agenda

Session	Session Content	Time (minutes)
D A Y 1		
TOST 1	Introduction to the KPC TOST and Materials	145
TOST 2	Practice Teaching Assignments	45
TOST 3	Introduction to Principles and Practices of Dialogue Education	30
1-1	Introduction to the KPC Survey Core Team Training	45
1-2	Purpose/Role of the KPC Survey	70
TOST 4	Engaging Learners through Small-Group Work	25
	Daily Evaluation	15
Homework: Practice Teaching Assignments, review Rapid Catch		(375)
D A Y 2		
	Q & A & Homework	15
1-3	Role of the Key Staff in the KPC Survey Process	75
1-4	Identifying Information Needs and Gaps	50
1-5	Involving Stakeholders in KPC Survey Activities	45
1-6	Identifying the Target Population for the KPC Survey	15
1-7	Overview of KPC 2000+ Tools	120
TOST 5	Creating Safety for Learners	30
	Daily Evaluation	15
Homework: Read FG Chpt. 5 pp.37–78		(365)
D A Y 3		
	Q & A & Homework	15
TOST 10	Feedback and Self-Evaluation (for Practice Teaching)	40
1-8	Adapting Generic KPC 2000+	120
1-9	Sampling Basics—Why Sample?	30
1-10	Sampling Options for KPC Surveys	50
	Feedback	15
1-11	Bias, CI, Precision, Design Effect	90
	Daily Evaluation	15
Homework: Finalize Questionnaire		(375)
D A Y 4		
	Q & A & Homework	30
1-12	Lot Quality Assurance Sampling (LQAS)	130
1-13	Selection of Sampling Methodology	45
	Feedback	15
1-14	Community/Household/Informant Selection	150
	Daily Evaluation	15
Homework: CI homework		(385)

Session	Session Content	Time (minutes)
	DAY 5	
	Q & A & Review	30
1-15	Purpose of Anthropometry within the KPC Survey	30
	Feedback	15
1-16	Requirements for Conducting Anthropometric Assessments	40
	Feedback	15
1-17	Anthropometric Data	50
1-18	Results Tables Design: Frequencies	30
	Feedback	15
1-19	Results Tables Design: Cross Tabulation	60
TOST 11	Using LNA to Tailor the Training for Field Staff	90
	Daily Evaluation	15
Homework: Finalize Results Tables		(390)
	DAY 6	
	Q & A & Review	30
1-20	Hand Tabulation	120
	Feedback	15
TOST 6	Praising Learners	20
1-21	Quality Control of Data Entry	45
	Feedback	15
1-22	Developing a Data Analysis Plan	60
	Feedback	15
1-23	Finalizing Staffing Decisions	40
	▪ Feedback	15
	Daily Evaluation	15
Homework: Finalize Data Analysis Plan		(390)
	DAY 7	
	Q & A & Homework	30
1-24	▪ Preparing for Supervisors and Interviewers Training	120
1-25	Develop a Logistics Plan and Budget	90
TOST 8	Monologue versus Dialogue	40
TOST 12	Introduction and Summary of Modules	15
2-2	Purpose and Role of the KPC Survey (use TOST 13 Walk Through Session)	15
2-3	Role of the Core Team, Supervisors and Interviewers (use TOST 13 Walk Through Session)	15
2-4	*Reviewing the KPC Survey Questionnaire	105 (60)
	Daily Evaluation	15
Homework: Finalize Logistics Plan		(400)

Session	Session Content	Time (minutes)
	D A Y 8	
	Q & A day & Homework	15
2-5	Selection of Households and Respondents	90
	Feedback	15
2-6	Proper Interviewing Techniques	105
	Feedback	15
TOST 7	Treating Participants as You Would Like to be Treated: Respect	25
2-7	Importance of Informed Consent and Confidentiality	30
	Feedback	15
2-8	Using Documentation and the Events Calendar	85
	Daily Evaluation	5
Optional evening session		(400)
	D A Y 9	
	Q & A & Review	15
2-9	*Giving Feedback Using the Quality Improvement Checklist	120 (60)
	Feedback	15
2-10	*Measuring Weight	180 (60)
2-11	Conducting Standardization Testing (use TOST 13 Walk Through Session)	15
2-13	Field Test and Revision (use TOST 13 Walk Through Session)	15
TOST 12	Introduction and Summary of Modules	15
TOST 9	Open Questions for Leaning	40
3-2	*Making Decisions Using KPC Survey Data	180 (60)
3-3	Comparing Findings with Other Surveys and Data Sources	60
	Feedback	15
	Daily Evaluation	15
Optional evening social hour		(385)
	D A Y 10	
	Q & A day & Homework	15
3-4a	Using KPC Survey Baseline Results to Establish Levels of Effort and Targets	120
3-5	Identifying Follow-up Activities	70
	Feedback	15
3-6	*Writing the KPC Survey Report	120 (60)
3-7	*Presenting KPC Survey Data to Community Members and Other Stakeholders	120 (60)
	Evaluation/Closing	30 (370)

* These sessions can be substantially shortened for the TOST training; suggested time for TOST is in parenthesis.

Session	Session Content	Time (minutes)
Optional Learning Sessions:		
1-26	Determining Sample Size	45
2-14	Measuring Height	120
2-15	Measuring MUAC	60

Sessions Not Included in the Sample Agenda

2-1	Welcome and Introduction	25
2-12	Practice Interviews with triads	120
3-1	Introduction to the Post-Survey Team Training	45
3-4b	Assessing Achievement of Targets	70

Notes on Sample Agenda:
Not all learning sessions are included in the TOST training due to time limitations. Assign homework, asking participants to review the skipped learning sessions to familiarize themselves with the content. Excluded learning sessions were chosen based on repetitiveness between Core Team and Supervisor/ Interviewer training content, lack of availability of community members (field test) and children (standardized testing), and emphasis on baseline KPC surveys (omitted Session 3–4b for final surveys). Optional learning sessions are also not included in this sample agenda.

Some learning sessions can be reduced for TOST; for example, working in triads. Interviewers should have multiple practice sessions in using the questionnaire; however, TOST participants only need to practice using the questionnaire one time.

This sample agenda includes practice teaching sessions for 15 participants. This number would obviously change, depending on the number of actual participants in the TOST training. After each learning session taught by a participant, a 15-minute feedback session should be added into the agenda. This allows time for peer review of the practice teaching experience.

It is preferable that the TOST Trainers directly present some of the more critical learning sessions, for example: all TOST learning sessions; sessions on the first 2 days, Module 1—all Sampling sessions, except 1-13 Selection of Sampling Methodology, 1-17 Anthropometric Data, 1-18 and 1-19 Results Table Design, 1-20 Hand Tabulation, 1-24 Preparing for Supervisors/Interviewers Training, and 1-25 Logistics Plan/Budget; Module 2: 2-10 Measuring Weight, all TOST Walk Through sessions; Module 3: 3-2 Decision Making Using KPC Data and 3-4 Establishing Levels of Effort and Targets.

- The TOST Trainer would preferentially teach learning sessions that require adaptation for the TOST participants (Sessions 2-4, 2-9, 2-10, 3-2, 3-6 & 3-7).

Annex C
Summary of Preparations and Modifications

The Core Team and the Post-Survey Team workshops are designed for a group of 4 or 5 people. For this reason, participants in Modules 1 and 3 are never divided into more than two groups. In a TOST workshop, you may have as many as 20 participants and multiple PVOs and potential KPCs. Depending on the task, it may be more appropriate to divide participants into groups by PVO, or by KPC. If you have participants who are not directly tied to any one KPC, they should be assigned to work with a group that will actually be conducting a KPC in the near future (KPC Teams). For other tasks, you could randomly divide the participants into small groups, depending on the number of participants, to provide variety in working groups.

An optional Case Study (TOST TR 19) is included to provide data for some of the exercises throughout the TOST workshop. Points at which the Case Study could be optionally used are included in the following summary of preparations and modifications for the TOST training activities.

TOST Training Activities

Introduction		
Training Activity	**Handouts/Overheads/Slides**	**Other Preparation**
▪ Contact with Participants Prior to the Workshop	▪ Sample Welcome Letter with Learner's Needs Assessment	▪ Adapt and send the Welcome Letter and LNA to participants in advance of the training workshop ▪ Use LNA results to finalize the workshop design
1. Introduction to the KPC TOST and Materials	▪ TOST TR 1: Workshop Objectives ▪ TOST TR 2: Workshop Agenda ▪ TOST TR 3: Workshop Learning Map ▪ TOST TR 4: Knowledge, Practice and Coverage Survey ▪ TOST TR 5: Visual of All Training Materials	▪ Invitation to the host organization to provide a welcome ▪ Copies of TOST Participant's Manual and Workbook ▪ Copies of the three modules—including Trainer's Guides and Participant's Manuals ▪ Copies of the Field Guide ▪ Copies of Rapid CATCH and 15 Modules ▪ Large poster of TOST TR 3: Workshop Learning Map
2. Practice Teaching Assignments	▪ TOST TR 6: Format for the Training Activities	▪ Flip chart for names and learning sessions to be taught ▪ Decision about whether to restrict certain learning sessions for the TOST Trainer to present

Principles and Practices of Dialogue Education		
Training Activity	**Handouts/Overheads/Slides**	**Other Preparation**
3. Introduction to the Principles and Techniques of Dialogue Education	▪ TOST TR 7: Principles and Techniques of Dialogue Education	▪ Tape and note cards (or "post-it" notes) ▪ Flip chart with summary of TOST TR 7: Principles and Techniques of Dialogue Education
4. Engaging Learners through Small-Group Work	▪ TOST TR 8: Definition of Engagement ▪ TOST TR 9: Managing Small-Group Work	
5. Can I Feel Safe Here?—Creating Safety for Learners	▪	▪ Blank sheets of paper (A4 or 8½ x 11) and markers
6. Praising Learners		▪ Blank sheets of paper (A4 or 8½ x 11) and markers ▪ Tape to affix sheets of paper to participants' backs
7. Treating Participants As You Would Like to be Treated: Respect	▪ TOST TR 10: Respect for the Learner	▪ Flip chart of TR 7: Principles and Techniques of Dialogue Education (from Activity 3)
8. Monologue versus Dialogue	▪ TOST TR 11: Definition of Monologue and Dialogue ▪ TOST TR 12: Excerpt on Monologue (from Freire)	▪ Flip chart from TR 7: Principles and Practices of Dialogue Education (from Activity 3)
9. Open Questions for Learning	▪ TOST TR 13: Forming Open Questions to Create Dialogue ▪ TOST TR 14: Listen to Learn	
Sessions Used Throughout the TOST Training		
10. Feedback and Self-Evaluation (for Practice Teaching)	▪ TOST TR 15: Key Principles for Giving and Receiving Feedback ▪ TOST TR 16: Steps for Giving Feedback (After Practice Teaching) ▪ TOST TR 17: Self-Evaluation Form for Practice Teaching	▪ A flip chart with TOST TR 15: Key Principles for Giving and Receiving Feedback, summarized
11. Use of Learner's Needs Assessment (LNA) to Tailor Training for Field Staff	▪ Modules 1, 2 and 3 ▪ TOST TR 18: LNA Summary	▪ Prepare TOST TR 18: LNA Summary, based on results from the LNA and examples of how it was used
12. Summary and Introduction of Modules	▪	
13. Walk Through Learning Session		

Module 1: Core Team

Session	Modification for TOST Training
1	
2	Step 2–divide into 3 or 4 teams; Step 5–make 2 sets of cards and divide into 2 teams
3	
4	Steps 2 & 3–divide into KPC Teams
5	
6	Divide into KPC Teams
7	Step 2–instead of pairs, use 4 or 5 small groups
8	If actual indicators are available, ask the group to select 4 or 5 indicators to use in filling out TR 1-22 (or use indicators from the Case Study [TR 19]) and divide into KPC Teams
9	Step 2–make more sets and divide into more small groups
10	Step 2–make more sets and divide into more small groups
11	
12	
13	Steps 2 & 3–divide into KPC Teams
14	Steps 2 & 6–divide into KPC Teams
15	
16	Step 4–divide into KPC Teams
17	
18	Use the Case Study (TR 19) for examples of indicators to make dummy tables
19	Use the Case Study (TR 19) for examples of indicators to make dummy tables Step 2–divide into 3 or 4 groups
20	
21	
22	Step 2–divide into KPC Teams
23	Step 1–divide into two groups: one for Supervisors, one for Interviewers; Step 2–divide into KPC Teams
24	Cover TOST 11 prior to completing this learning session so that the use of LNA is understood. Step 1–divide into three groups: one group for the translation plan, one group for the lexicon and one group for the Events Calendar. Each group should then explain the process to the other two groups. Step 2–divide into KPC Teams.
25	Step 2–divide into KPC Teams

Module 2: Supervisors and Interviewers

Session	
1	SKIP
2	Use TOST Activity 13: Walk Through Learning Session
3	Use TOST Activity 13: Walk Through Learning Session
4	Use the questionnaire and indicators from the Case Study (TR 19) for this learning session and fill out TR 2-8. Step 1–explain the process for reviewing the questionnaire as this is repeated from 1-24.
5	Use algorithm developed during Core Team training 1-14
6	Use the KPC Questionnaire from the Case Study (TR 19)
7	Use original consent form
8	Use the KPC Questionnaire from the Case Study (TR 19) for documentation of vaccines, use the draft Events Calendar completed in 1-24
9	Use the KPC Questionnaire from the Case Study (TR 19), shorten session by only doing one round of practice interviews
10	Shorten the learning session by demonstrating only weighing
11	Use TOST Activity 13: Walk Through Learning Session
12	SKIP
13	Use TOST Activity 13: Walk Through Learning Session

Module 3: Post-Survey Team

Session	
1	SKIP
2	Shorten by only using limited data from Case Study (TR 19)
3	Use Case Study (TR 19) baseline data to compare findings with local country DHS
4	Use Case Study (TR 19) baseline data to set levels of effort and targets
5	
6	Divide into KPC Teams. Shorten this learning session by giving less time to begin writing the report
7	Shorten this learning session by giving less time to prepare the presentations